Salem Cannon

Money Madness

Standards

GLE 0206.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.

0206.1.5 Count the value of a set of coins up to one dollar and use the transitive property of equality to recognize equivalent forms of values up to $1.00.

Description

As a whole class students reviewed counting money, coin equivalences, and trading coins. The goal of this activity was to be a short 15-20 minute review/practice of money at the end of the math lesson for the day. Students were given computers with the websites already pulled up. Each website had a virtual manipulative game for the students to play. At each table there was a different website/game available. When a student finished an activity they were to find an empty seat at another table and complete the activity there.

Websites: (Nice thinking to include pics of the games when available)

* MONEY MATCHING GAME

[http://www.quia.com/mc/67582.html](http://www.quia.com/mc/67582.html" \t "_blank)



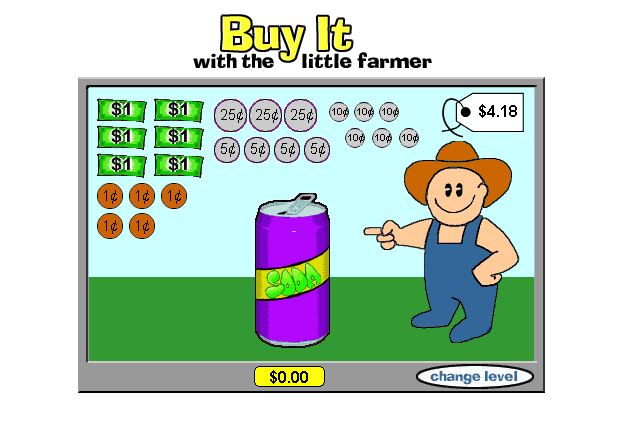
* PIGGY BANK MONEY GAME

[http://fen.com/studentactivities/Piggybank/piggybank.html](http://fen.com/studentactivities/Piggybank/piggybank.html" \t "_blank)

(Picture not available)

* BUY IT WITH THE LITTLE FARMER

[http://www.lizardpoint.com/fun/java/buyit/BuyIt.html](http://www.lizardpoint.com/fun/java/buyit/BuyIt.html" \t "_blank)



* SPENDING SPREE

[http://www.primarygames.com/Spending%20Spree/question\_1.htm](http://www.primarygames.com/Spending%20Spree/question_1.htm" \t "_blank)

(Picture not available)

\*All directions for the games were given orally and then again individually when needed. Most of the websites give directions at the beginning or step by step along the way.

\*\*Because the purpose of this activity was to review and to practice students were not required to turn in any written work. The teacher and assistants traveled around the classroom to informally assess and offer assistance.

Reflection

I feel as if this activity went very well. It was not intended to be a highly structured activity and the students handled it well. This class loves to use the laptops and gets excited when they see them during math time. Almost all of the students completed all four games. The games served as a practice tool and most of them found it to be fun practicing money!

Great descriptions of what students do at each game – very helpful!

The “Money Matching” game is a simple “card style” game where students were given a square filled with several other squares. The inside squares either had written amounts of money (i.e. 1 Quarter, 2 Nickels, 3 pennies) or amounts of money in numerals ($0.43). Students had to match the written to the numeral. When a pair of cards was matched they flipped over to reveal a picture.

The “Piggy Bank” game takes a lot of concentration. A desired amount is given and then coins fall down on the screen consecutively. Students had to pick coins as they fell to make up the amount needed. If the screen filled up with coins before the student reached the amount the game is over. If the student got the amount before the screen filled up then the coins the student used disappeared from the screen and more coins continued to fall along with the old ones. In that aspect the game is similar to Tetris.

In the “Buy it with the Little Farmer” game the farmer gave the student an item to buy and the amount needed to buy it. Students had to choose from dollars and coins represented on the screen to make up the correct amount. If the student gave the farmer the correct amount he said “thank you” and if not he said “uh-oh”.

The “Spending Spree” game gave the students the choice of two different items to buy. Students clicked the item they wanted to buy and the screen showed how much money it cost along with two different sets of coins. The students had to count each set of coins and pick the set that represented the same amount as how much the item cost.

Though I feel as if the activity was a success I would change a few things if I did it again. If I had it to do over I would set a timer and have students rotate by the timer in groups. The class handled doing it freely very well, but there were times when one student would be finished and ready to move on, but none of the other computers were open. If I had set a specific amount of time some of the students might have had to play a game more than once completely through in a sitting, but it would have eliminated down time doing nothing while waiting for a computer. I would also probably take out the piggy bank money game for a whole class choice. Some of the more advanced students grasped it and handled it well, while others were easily frustrated by the speed and amount of concentration it took. It is a great review game, but perhaps a little too fast paced for some students at this point.

The timer makes sense and adds another level of classroom management to the activity. This is something you learn as you go and could implement the next time you use computers as stations – possibly in student teaching?

Sometimes these games have different levels for students to select that help with differentiating for those who need it. You could even have a final station bookmarked that is leveled so that students can work at their ability level.

Overall this activity was a fun and exciting way to review and practice money. Students who already love to use the laptops thoroughly enjoyed the break in regular instruction to try something a little different. As a whole, students seemed to be staying consistent with current knowledge of money. I would say that all of them benefited from the practice time.

The students really looked like they were concentrating and engaged. They were serious about it!



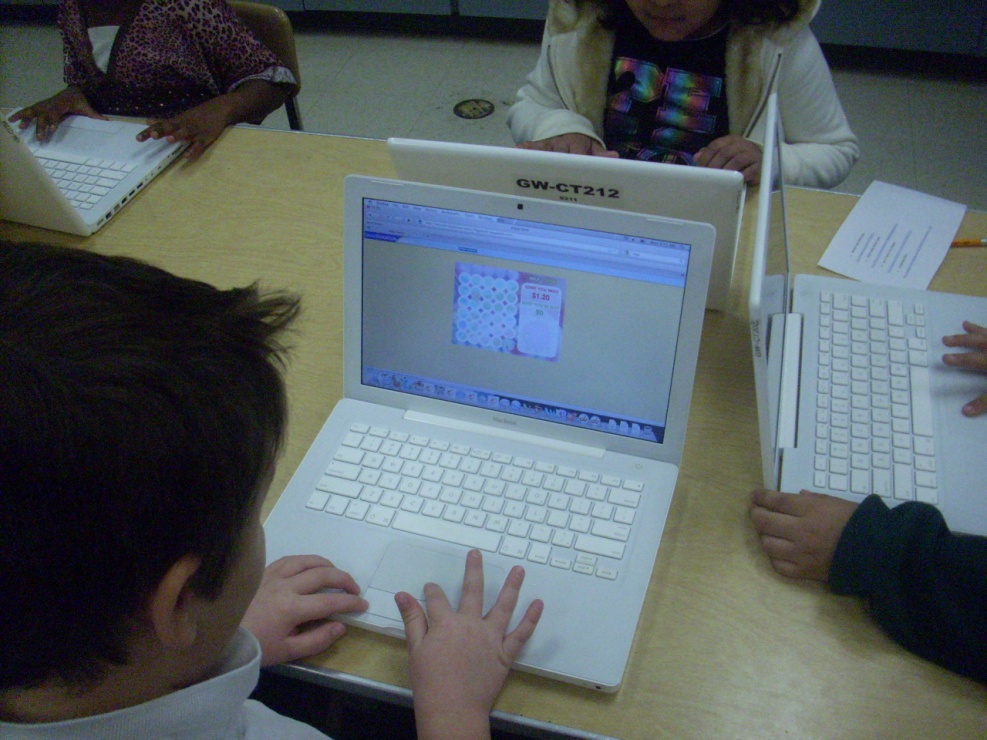
Students play the “Buy it with the Little Farmer” game.



Top: Student plays the “Money Matching” game.

Bottom: Student on left plays the “Farmer” game while the other plays “Spending Spree”.





Student plays the “Piggy Bank” game.